



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION





Consolidated State & Federal Grant Application (CFSGA)

State English Learner Program and Title III

- Assurances for non-EL Districts
- State English Learner Program Plan
- Title III Plan
 - Consortium Assurances for Eligible Districts
- Annual English Learner Data Collection
- Title III-Immigrant Grant Application



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

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Idaho Department of Education Website

www.sde.idaho.gov



Sherri Ybarra

Superintendent of Public Instruction

I am humbled and honored to serve Idahoans as Superintendent of Public Instruction. Education has always been my focus and passion. With nearly 20 years of experience in all phases of education — from classroom teacher, to principal, and at the administrative level, I am keenly aware of the challenges facing educating our youth today.

We must work to make our students' lives better. Let's build upon success. Let's build upon Idaho's excellent schools, and renew our long standing commitment to helping schools and students flourish. ...

[More Superintendent Information →](#)

Topics

Events

[Idaho's Consolidated Plan](#)

[Rural School Support](#)

[Legislative Session](#)

[Frequently Requested Data](#)

[Ybarra Outlines Accountability](#)

[More Topics →](#)



Schools

Programs for personnel supporting schools



Students

Resources geared to help students achieve



Parents

Education programs to help your child achieve



Community

Community resources supporting education

Click Here



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Idaho System for Educational Excellence (ISEE)



The Idaho State Department of Education has created the Idaho System for Educational Excellence (ISEE), a K-12 Longitudinal Data System, which supports our budgeting processes, data submissions, and delivers information to educational stakeholders to create data driven decisions.

Click Here

[Idaho System for Educational Excellence \(ISEE\) Portal](#) ➔

HIGHLIGHTS

INSTRUCTIONAL
MANAGEMENT SYSTEM

GETTING STARTED
WITH I S E E

DATA MONTHLY SUBMISSION
SCHEDULES



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IDAHO

STATE DEPARTMENT OF EDUCATION

Welcome to the Idaho State Department of Education Log On Screen

Please select your appropriate Organization from the drop down list, per the instructions below.

- Students – select the “Student” option
- Employees of the State Dept. of Education – select “SDE”
- District users – select your respective District name
- If your District name is not present – select “Other”
- All other users (including non-District) – select “Other”

– Select Organization – 

Continue to Sign In



Select District



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-- Select Organization --

SDE

- Other

- Student

Anser Charter (492)

Boundary County District (101)

Buhl Joint District (412)

Caldwell District (132)

Jerome School District (261)

Kuna Joint School District (003)

Lakeland District (272)

-- Select Organization --

Continue to Sign In

State Department of Education Log On Screen

organization from the drop down list, per the instructions below.

ion

– select “SDE”

ve District name

– select “Other”

– select “Other”

Click Here



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IDAHO

STATE DEPARTMENT OF EDUCATION

Log On

Please enter your username and password.

Account Information

User name:

ISEE User Name

Password:

Password

Sign In

Click Here

By entering your user name and password you represent that:

- You are an authorized user
- You have a legitimate educational interest for receiving the disclosure of information through access to Idaho State Department of Education information applications for which you are an authorized user
- You are responsible for ensuring that any re-disclosures of information by you complies with all applicable state and federal statutes and regulations

Applicable state and federal penalties may be imposed for the failure to act in a manner in accordance with the conditions above. The sharing of user account names and/or passwords to others is specifically prohibited and will result in the termination of your access to SDE applications as well as legal penalties if applicable.



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All Sites



enter search words



Advanced

MY APPLICATIONS

Click CFSGA

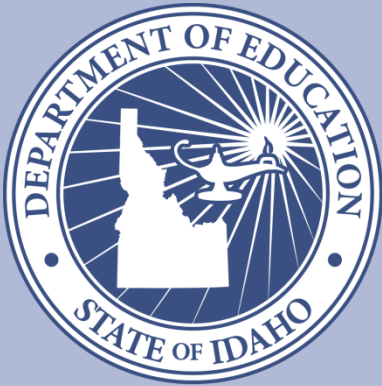
- Annual Performance Report Application
- CFSGA
- Homeless SubGrant
- IDC I - Idaho District Contact Information
- Title I-D subpart 1 and subpart 2



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English Learner Program

- Non-English Learner (EL)
Districts/Charters

English Learner Program: General Information

- All districts/charters must assign an individual in the Title III Language Acquisition Coordinator, ID English Language Proficiency Assessment Coordinator, and ELMS Editor.

General Information

Certification

English Learner Program for fiscal 2017-2018

GARDEN VALLEY DISTRICT (071)

No English Learner Program data is available for this district for 2017-2018.

Best viewed in 1280 X 1024 resolution.

Print Preview

Save

District Address:
PO BOX 710
GARDEN VALLEY, ID 83622-0710

Contact Info

The below **REQUIRED** information is generated using your district's most recent ISEE Directory Program Contacts file submission.
Any changes, additions, or deletions must be made by resubmitting these files *which can be done at any time*.
Please contact your Region's ISEE Technology Coordinator at RegionalCoordinators@sde.idaho.gov, if you need assistance.

Role Title	Name	Phone(s)	Email Address
Title III Language Instruction for Limited English Proficient and Immigrant Students Coordinator	Missing		
Idaho English Language Proficiency Coordinator	Missing		
ELMS Editor	Missing		



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English Learner Program: General Information

- All Districts/Charters without ELs will be required to assure that they have adopted the new Statewide Entrance and Exit criteria and procedures AND describe a fundamental LIEP in place in the event they would get an EL that enrolls in their district/charter.

General Information Certification

English Learner Program for fiscal 2017-2018

GARDEN VALLEY DISTRICT (071)

No English Learner Program data is available for this district for 2017-2018.

Best viewed in 1280 X 1024 resolution.

Print Preview Save

Certified By: ametzler@edu.id
Certified Date: 3/31/2017

NO ENGLISH LEARNER (EL) STUDENTS:

In the event that a district either discovers that an enrolled student was identified as an English learner (EL) in a previous school, or that the district enrolls a new student who speaks a language other than English, the district is required under the Equal Education Opportunities Act and the Office for Civil Rights to identify them as an EL, annually assess their English language proficiency, and place them in an English language development program for language services.

Describe the fundamental Language Instruction Educational Program (LIEP) and/or language development services that the district has in place for if/when an EL student enrolls in the district or a Home Language Survey and language screening qualifies a new student as an EL. (e.g., pull-out, push-in, co-teaching, and dual immersion bilingual). Include frequency and duration of the English language instruction (e.g., Two hours, five days a week).

Language Instruction Educational Program description:

☒ This school district has implemented the use of the statewide Home Language Survey for all students enrolling in the district. Additionally, the district has a designated EL contact person(s) to receive required EL communications and who would be responsible for the language screening of any potential EL students with a WIDA English language proficiency screener. Evaluation of the Home Language Survey results indicated that there are no English Learner students in this district.

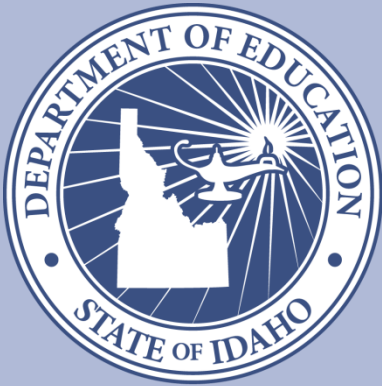
As superintendent or other legally authorized school district official, I hereby certify that, to the best of my knowledge, the information contained in this Application is true and correct. I further certify that the district will comply with the requirements of the programs covered in the Application, that the governing body of the school district has duly authorized this document, and that I am legally authorized by the school district to sign and file this document.



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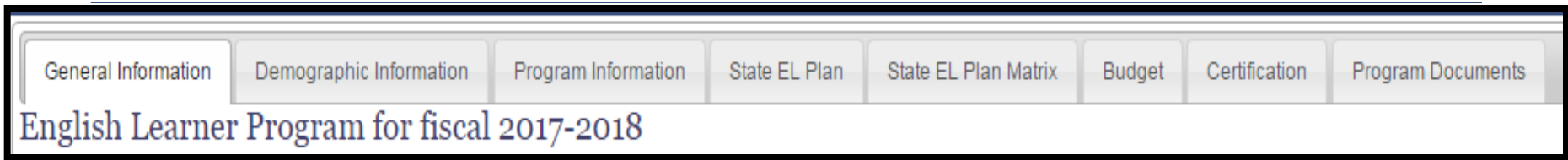




State English Learner Plan

- Applies to ALL districts/charters that have ELs

State English Learner (EL) Program



1. General Information (IDCI roles)
2. Demographic Information
3. Program Information
4. State EL Plan
5. State EL Plan Matrix
6. Budget
7. Assurance & Certification Tab
8. Program Documents

Idaho Code 33-1617



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State EL Program Plan: General Information

- Will populate from whomever is designated in IDCI in “Title III Language Instruction for EL and Immigrant Coordinator”, “Idaho English Language Proficiency Assessment Coordinator”, and “ELMS.Editor” roles

General Information

Demographic Information

Program Information

State EL Plan

State EL Plan Matrix

Budget

Certification

Program Documents

English Learner Program for fiscal 2017-2018

MOSCOW DISTRICT (281)

Best viewed in 1280 X 1024 resolution.

Print Preview

GENERAL INFORMATION

District Address:
650 NORTH CLEVELAND
MOSCOW, ID 83843-3600

Contact Info

The below **REQUIRED** information is generated using your district's most recent ISEE Directory Program Contacts file submission.
Any changes, additions, or deletions must be made by resubmitting these files *which can be done at any time*.

Please contact your Region's ISEE Technology Coordinator at iseetech@doe.idaho.gov if you need assistance.

Role Title	Name	Phone(s)	Email Address
Title III Language Instruction for Limited English Proficient and Immigrant Students Coordinator	Carrie L. Brooks	Main Business: (208) 882-1120	brooksc@msd281.org
Idaho English Language Proficiency Coordinator	Missing		
ELMS.Editor	Missing		

All districts that have one or more English Learners (ELs) are required to file a State EL Plan with the Idaho State Department of Education (Idaho Statute 33-1617). For districts with students who are designated as EL, the SDE will provide the demographic information in Part I of the State Plan. Please check the appropriate compliance related boxes in Part II and complete the State EL Plan narrative and District Plan Matrix in Part III.

Click on the Assurances and Certification tab to certify that your school district will comply with the Assurances required by the programs covered in the Application. For school districts that do not have any students who are EL, click on the tab to certify that your district does not have any students enrolled who are EL.



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General Information

- Information on the General information page will be populated from the IDCI roles.
 - Title III Language Instruction for English Learners Coordinator
 - Idaho's English Language Proficiency Assessment Coordinator.

IF YOU ARE THE INDIVIDUAL LISTED HERE AND YOU'RE WRITING THE PLAN



IF YOU ARE NOT THE INDIVIDUAL LISTED HERE AND YOU'RE WRITING THIS PLAN...

- Please talk with the individual who is in these roles to determine the best plan for your district that is reasonable and practical.

IF YOU ARE NOT THE INDIVIDUAL LISTED HERE AND YOU'RE NOT WRITING THE PLAN...

- Please talk with the individual who is in these roles to determine the best plan for your district that is reasonable and practical before submitting.



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State EL Program Plan: Demographic Information

General Information
Demographic Information
Program Information
State EL Plan
State EL Plan Matrix
Budget
Certification
Program Documents

English Learner Program for fiscal year 2017-2018

MOSCOW DISTRICT (281)

Best viewed in 1280 X 1024 resolution.

Print Preview

Save Click Save button to save changes

PART I: DEMOGRAPHIC INFORMATION

Do not enter data below. This information will be populated by SDE.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
K	0	0	0	0	0	0
1	0	0	0	0	0	0
2	0	0	0	0	0	0
3	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0	0	0	0	0	0
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	0	0	0	0	0	0

- Populated by SDE
- WIDA ACCESS Data - Spring 2017 (May)
 - Grade Level (no 12+)
 - Composite PL
 - 1.0-1.9 = Level 1
 - Using new Standards Setting cut scores
- Useful for Goals in EL Plan Matrix



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State EL Program Plan: Program Information

General Information Demographic Information **Program Information** State EL Plan State EL Plan

English Learner Program for fiscal 2017-2018

MOSCOW DISTRICT (281)

Best viewed in 1280 X 1024 resolution.

Print Preview

Save Click Save button to save changes

PART II: PROGRAM INFORMATION

<input type="checkbox"/>	The district is using the state Approved Home Language Survey for identifying students who may need English language development (ELD) services.
<input type="checkbox"/>	The district uses WIDA ACCESS Placement Test (W-APT) and ACCESS 2.0 Online Screener for students who were identified on the home language survey as coming from a home in which a language other than English is spoken.
<input type="checkbox"/>	The results of a student's placement into a language instruction program are communicated to the parents, students, and school staff.
<input type="checkbox"/>	The district notifies parents of their right to waive ELD services and/or remove their child from ELD services at any time.
<input type="checkbox"/>	There is an effective ELD program in place to help students who are limited in English proficiency so that they may eventually participate in mainstream content classes without linguistic support.
<input type="checkbox"/>	Staff have the required qualifications and training to assist English learners to become proficient in English.
<input type="checkbox"/>	All teachers, paraprofessionals, and administrators working with English learners receive professional development for implementing best instructional practices for English learners.
<input type="checkbox"/>	Parents or guardians of English learners are informed annually of their child's progress in learning English as well as their performance on statewide academic content assessments in a language they can understand.
<input type="checkbox"/>	There are systems in place to monitor the performance of exited and former English learners to ensure their English skills are sufficient for them to perform successfully in regular classes.
<input type="checkbox"/>	There are systems in place to ensure that English learners have access to the same programs and services as all other students.
<input type="checkbox"/>	There are systems in place to support English learners in graduating from high school and accessing post-secondary options.
<input type="checkbox"/>	There are systems in place to ensure that parents or guardians of English learners are involved in the program development, planning and evaluation process of the district ELD program.
<input type="checkbox"/>	There are systems in place to evaluate the effectiveness of the district ELD program and a process for changing the district ELD program if it is found not to be effective.
<input type="checkbox"/>	Our district adheres to and has adopted Idaho standardized entrance criteria, processes, and procedures.
<input type="checkbox"/>	Our district adheres and has adopted Idaho standardized exit criteria, processes, and procedures.
<input type="checkbox"/>	ELMS Data Collection has been completed and submitted for the prior school year.
<input type="checkbox"/>	English learners with disabilities are assessed for such disabilities in a timely manner.
<input type="checkbox"/>	English learners with disabilities are neither over-identified nor under-identified for special education services.
<input type="checkbox"/>	All staff administering WIDA assessments are certified via WIDA secure site and/or WIDA-AMS.

- The statements represent the assurances required by Office for Civil Rights (OCR).
- Review/Check each statement (19)
 - 6 new assurances
- **Unchecked boxes will create an error**

State EL Program Plan: State EL Plan

General Information	Demographic Information	Program Information	State EL Plan	State EL Plan Matrix	Budget	Certification	Program Documents
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English Learner Program for fiscal 2017-2018

1. Describe the basic core ELD program provided to all ELs in your district (e.g. pullout, push in, co-teaching, content based). Note that you can have more than one chosen program type based on levels of student need
2. Describe the minimum qualifications of the staff implementing ELD services. Describe your district's process for training staff to administer the W-APT & ACCESS 2.0 assessments
3. Describe the materials and resources used for students' English language development and how they address the four subdomains of language learning – listening, speaking, reading, and writing.
4. Describe how the WIDA ELD standards framework is infused into general education and ELD instruction.
5. Describe the professional development opportunities provided to all staff (teachers, paraprofessionals, administrators) to support English Learners
6. Describe how the district involves the parents, guardians, other family members of English learners, and community advocates in district and school based decisions and the development and evaluation of the district's language development program.
7. How is the effectiveness of the ELD program evaluated on an annual basis? What data is analyzed? Who is responsible? Explain how the district uses the information.
8. Describe your district's process for monitoring exited year 1 and year 2 students, including who is responsible for exiting students.

State EL Program Plan: EL Plan Matrix

General Information
Demographic Information
Program Information
State EL Plan
State EL Plan Matrix
Budget
Certification
Program Documents

English Learner Program for fiscal 2017-2018

MOSCOW DISTRICT (281)

Best viewed in 1280 X 1024 resolution.

Print Preview

Save

Click Save button to save changes

STATE PLAN MATRIX

Directions: Now that you have described the essential components of your core ELD program, please use the matrix below to expand your plan by listing **one linguistic and one academic goal** for the current school year. Include evidence-based strategies and activities, means of evaluation, timeline, and person(s) responsible.
The example below is provided to assist you in expanding on your State Plan.

Linguistic and Academic Goals for the Current School Year	Evidence-based Activities	Evaluation	Timeline	Person(s) Responsible	Delete
EXAMPLE: 1.0 – By the end of the school year, 40% of EL students in the district will increase at least one level on the Annual Access 2.0 assessment.	Idaho ELD Standards; after school tutoring using a modified classwork approach to make content comprehensible; Sheltered Instruction Observation Protocol (SIOP); Macmillan Teaching English series; supplemental books, manipulatives, and language resource materials	Access 2.0	End of the 2017-2018 school year	ELD Teacher	

Add

Objectives?
Evidence-based Strategies/Activities?
Evaluation?
Timeline?
Person(s) Responsible?

Add Close

Objective: What are you going to do?

Evidence Based Strategies/Activities: How are you going to do it?

Evaluation: How will you know it's working? Data?

Timeline: When, or by when, are you going to do it?

Person Responsible: Who is going to do it?



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English Learner Program for fiscal 2017-2018

MOSCOW DISTRICT (281)

Best viewed in 1280 X 1024 resolution.

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State EL Program Plan: Budget

BUDGET

Allocation for 2017-2018

\$9,744

Obj. Code	Description	Regular Term	Summer Term
100	Salaries	Amount: \$0 Description:	Amount: \$0 Description:
200	Employee Benefits	Amount: \$0 Description:	Amount: \$0 Description:
300	Purchased Services	Amount: \$0 Description:	Amount: \$0 Description:
380	Travel	Amount: \$0 Description:	Amount: \$0 Description:
400	Supplies and Materials	Amount: \$0 Description:	Amount: \$0 Description:
500	Capital Objects	Amount: \$0 Description:	Amount: \$0 Description:
800	Administrative Costs	Amount: \$0 Description:	Amount: \$0 Description:
Totals		\$0	\$0

- Allocation based on # of students tested on WIDA ACCESS 2.0 in Spring 2017
 - L1, LE, EW
 - Not for X1, X2, FL, N
- Allocations will not be finalized until mid/late May**
 - We will upload preliminary allocations to assist with plan/budgets.**
- Your total expenses **MUST** match your allocation amount or else you will get an error.
- Comment box if explanation is necessary.
- No carryover

State EL Program Plan: EL Assurances And Certifications

General Information	Demographic Information	Program Information	State EL Plan	State EL Plan Matrix	Budget	Certification	Program Documents
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English Learner Program for fiscal 2017-2018

MOSCOW DISTRICT (281)

Best viewed in 1280 X 1024 resolution.

[Print Preview](#)

[Save](#) Click Save button to save changes

☐ **NO ENGLISH LEARNER (EL) STUDENTS:**
This school district has conducted an initial screening of students who may be English learners, including a home language survey and a language assessment as necessary. Results indicate that there are no English Learner students in this district.

☐ **CERTIFICATION:**
As superintendent or other legally authorized school district official, I hereby certify that, to the best of my knowledge, the information contained in this Application is true and correct. I further certify that the district will comply with the requirements of the programs covered in the Application, that the governing body of the school district has duly authorized this document, and that I am legally authorized by the school district to sign and file this document.

- Certify that all information is accurate and correct.
- If you have errors within the State EL Plan they will appear in **RED** here.
- State EL Plan cannot be submitted if there are errors.



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

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State EL Program Plan

- Allocation is distributed to districts in a “lump” sum. Funds are not uploaded into the Grants Reimbursement Application (GRA).
- Please code these funds with a separate accounting code to track funds/expenditures – do not use code 270 (Title III)
- Budget should match plan. Write your plan to match your budget and budget according to your plan.
- If your plan is working – then stick with it! Look at last year’s Goal Matrix!
- Be descriptive – yet concise. Less is more!
- Write this plan for your district – not for the state.



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

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State EL Program Plan: EL Assurances And Certifications

- All Districts must mark this section to report whether they have any EL students in their district.
- Just because a district certifies at the beginning of the school year that they do not have EL students does not release them from the OCR obligations of providing language support services to any registering/enrolling/transferring-in student(s) at any point during the ensuing school year.
- **All districts/charters must begin using the new Statewide Home Language Survey!**



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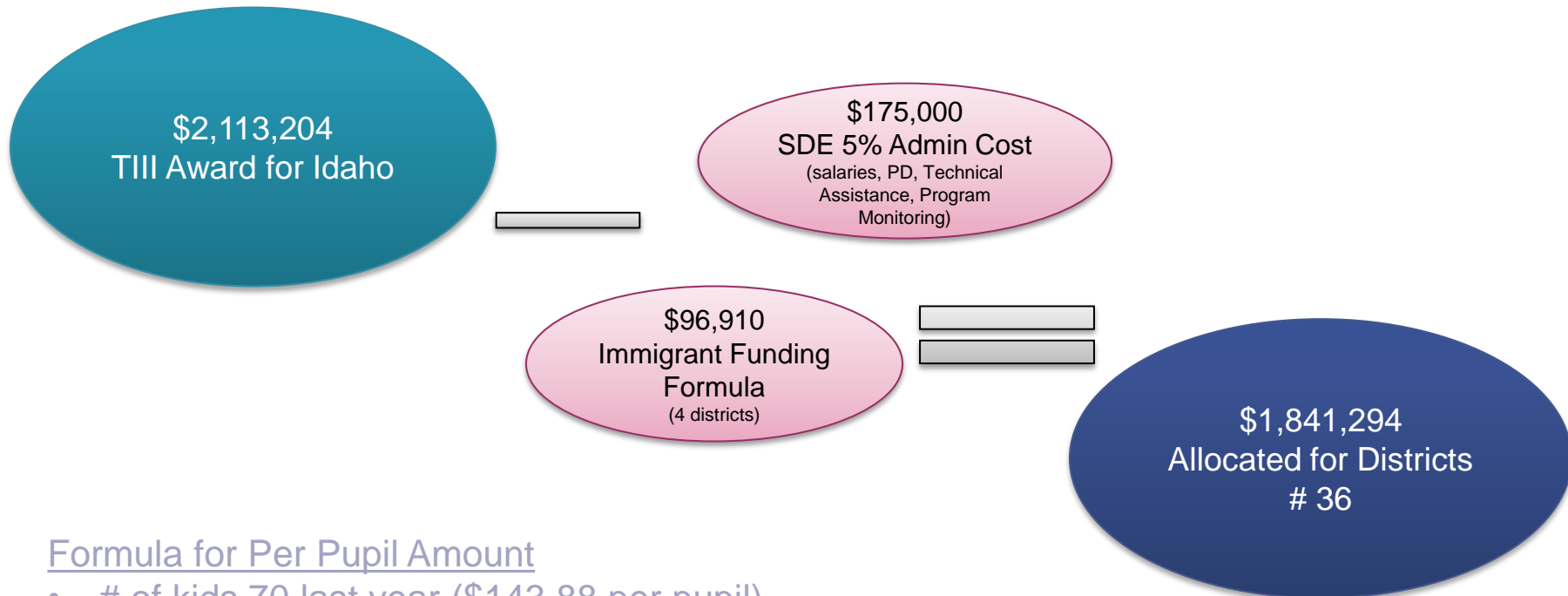


Title III Program Plan

Title III Consortium



Funding Formulas 2016-2017 (Title III)



Formula for Per Pupil Amount

- # of kids 70 last year (\$143.88 per pupil)

District A: $\$143.88 \times 10 = \1438.80 (not enough kids – option to join TIII Consortium)

District B: $\$143.88 \times 70 = \$10,071.60$ (received TIII allocation)

Under Section 3114(b) of the ESEA/ESSA, a State educational agency shall not award a subgrant from an allocation made under subsection (a) if the amount of such subgrant is less than \$10,000.



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Statewide Title III Consortium Assurances

- Eligible districts/charters who do not receive their own Federal Title III Allocation need to complete the Statewide Title III Consortium Assurances in the CFSGA.

Title III Consortium Assurances

Assurances:
The applicant hereby agrees to the following assurances -

- To be eligible for Title III consortium services; Districts and Charters must have an instructional program for EL students and their EL student count must be below the eligible count for an individual Title III allocation.
- All districts/charters are accountable for meeting the AMAOs required under Section 3122(a). AMAOs will be individually calculated for each LEA that receives Title III funds within the Statewide Consortium. These LEAs will be treated as separate entities and will not be combined for accountability purposes.
- All districts/charters are eligible for on-site, desk monitoring or self-monitoring of their State EL and Title III program to ensure that the elements outlined in Section 3102 have been addressed and programs are being carried out in accordance with the list of required and allowable activities in Section 3115.
- All districts/charters eligible to participate in the Statewide Title III Consortium understand that they do not receive an individual Title III allocation. The consortium funds will be used to provide contracted services that will benefit English Learners and their families within the consortium.
- All districts/charters participating in the Statewide Title III Consortium understand the requirements for data reporting and data collection through ISEE, site visits and the annual EL collection form. Data collection will provide direction and measure the effectiveness of the Title III Consortium.
- Acceptance of the Elementary and Secondary Education Act (ESEA), Title III English Learners Consortium Funds binds the local educational agencies (LEAs) to all of the assurances listed above.

Certification:

☒ As superintendent or other legally authorized school district official, I hereby agree to the above assurances as part of the ESEA, Title III, application process. I further certify that the district will comply with all Assurances required for participation in the Statewide Title III Consortium, that the governing body of the school district has duly authorized this document, and that I am legally authorized by the school district to sign and file this document.

☐ As superintendent or other legally authorized school district official, I certify that the district does NOT intend to participate in the Statewide Title III Consortium, that the governing body of the school district has duly authorized this document, and that I am legally authorized by the school district to sign and file this document.

Save

MOSCOW DISTRICT (281)

Status: Not Submitted

Equitable Services

Title I-A Improving Basic Programs

Consolidated Schoolwide Budgets

Title I-C Education of Migratory Children

Title II-A Supporting Effective Instruction

English Learner Program

Title III-A English Language Acquisition

Title III-A Immigrant Education Program

Title IV-A Student Support and Academic Enrichment

Title V-A Funding Transferability

Title V-B Rural Education Program

Combined Budgets

IDCI Contacts

Comments

Opt into the consortium or decline. **PLEASE DO NOT MAKE THIS DECISION IF IT IS NOT YOURS TO MAKE!**
PLEASE CONSULT OTHERS IN THIS DECISION!!!!



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Statewide Title III Consortium Assurances



For your consideration:

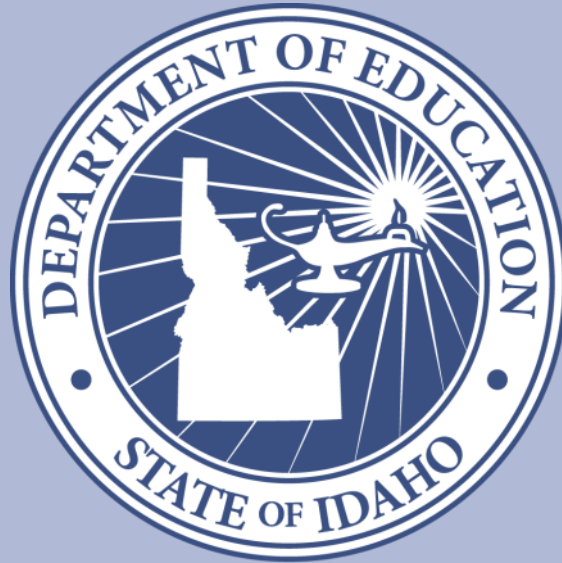
- The District must certify assurances each year.
 - (Monitoring/TA, Core program, contracted services, data collection- ISEE/ELMS)
- The District cannot “change” assurances after June 30th, 2017.
 - If you are not the person to make this decision PLEASE check with those in your district who should be involved with this decision!!!!
- SY 16-17 The Consortium consisted of 44 districts with ELs
 - Fall Regional Training
 - Spring Regional Training – EL Program Updates
 - 2 instructional coaches providing onsite visit for TA
 - Administrative Costs
 - Other Title III Consortium Sponsored events at the Spring Federal Programs Conference
 - Teacher Strategies for English Learners (COMING SOON!)



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

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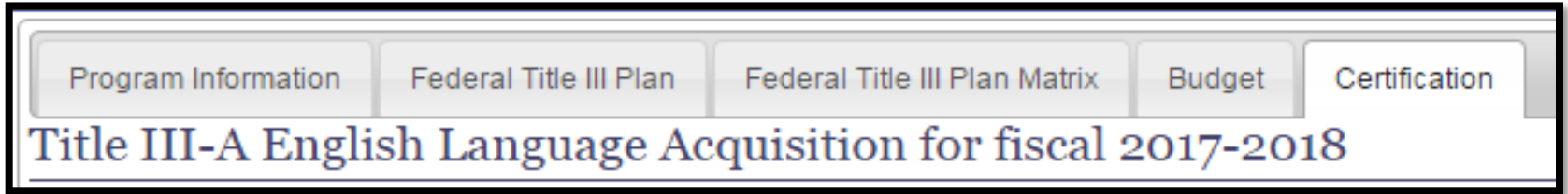




Title III Program Plan

Title III Program Plan

Title III Plan - includes five (5) components



1. Program Information
2. Federal Title III Plan
3. Federal Title III Plan Matrix
4. Budget
5. Certifications



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION



Title III Program Plan: Program Information

20 program compliance requirements

Program Information

Federal Title III Plan

Federal Title III Plan Matrix

Budget

Certification

- | | |
|--------------------------|---|
| <input type="checkbox"/> | The district is in compliance with all State laws, including State constitutional law, regarding the education of English learners, consistent with Sections 3125 and 3126 of Title III. |
| <input type="checkbox"/> | The district coordinates and ensures close cooperation with other programs serving English learners that are administered by Federal, State, and local agencies. |
| <input type="checkbox"/> | The district uses Title III funds to supplement, not supplant, any other Federal, State, or local funds. |
| <input type="checkbox"/> | The district has systems in place to maintain all necessary data on English learners to fully participate in required data collection operated by the State. |
| <input type="checkbox"/> | The district has consulted with teachers, researchers, school administrators, and parents; and, if applicable, with education-related community groups, nonprofit organizations, and institutions of higher education, in developing its Title III Plan. |
| <input type="checkbox"/> | The district provides meaningful and timely consultation for eligible children attending a private school within its boundaries. |
| <input type="checkbox"/> | If private school officials are interested in participating in the program, the district involves the participating private school officials during all phases of the development and design of the program through ongoing communication between appropriate parties. |
| <input type="checkbox"/> | The district's ELD program is research-based and demonstrates effectiveness in increasing English proficiency and student academic achievement in the core subjects. |
| <input type="checkbox"/> | The district identifies and serves English learners with disabilities through the program in accordance with the requirements of IDEA. |
| <input type="checkbox"/> | The district's ELD program provides high quality professional development to classroom teachers (including teachers in classroom settings that are not ELD programs), principals, administrators, and other school/community-based organization staff to improve the instruction and assessment of English learners, and enhance the ability of teachers to understand and use curricula, assessments, and instructional strategies for English learners. |
| <input type="checkbox"/> | The district's professional development program is of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom. |
| <input type="checkbox"/> | The district monitors students for 2 consecutive years after they have exited the ELD program. |
| <input type="checkbox"/> | The district evaluates its Title III program at least every two years. (Note: It must describe programs/activities for English learners, their progress in learning English and meeting State academic content and performance standards, the number/percentage attaining English proficiency, and their progress for each of the 2 years after no longer receiving Title III services.) |
| <input type="checkbox"/> | The district uses the evaluation results for program improvement to further define the program's goals and objectives and to determine program effectiveness. |
| <input type="checkbox"/> | Within 30 days of notice of failure to reach AMAOs, the district informs parents of English learners in the home language (to the extent practicable) that the district failed to make progress on the AMAOs. |
| <input type="checkbox"/> | The district notifies parents of their right to remove their child from an ELD program at any time. |
| <input type="checkbox"/> | The district provides effective outreach to parents of English learners to inform them of how they can be involved in the education of their children, be active participants in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the same challenging State academic content and academic achievement standards that all children are expected to meet. |
| <input type="checkbox"/> | The district sends notices of and holds regular meetings for parents of English learners for the purpose of formulating and responding to recommendations from parents described in #15 above. |
| <input type="checkbox"/> | The district has qualified staff implementing Title III services. |
| <input type="checkbox"/> | The district staff implementing Title III services are fluent in English and any other language used for instruction. |

Title III Program Plan: Federal Title III Plan

Program Information	Federal Title III Plan	Federal Title III Plan Matrix	Budget	Certification
Title III-A English Language Acquisition for fiscal 2017-2018				

8 Narrative questions describing your Title III supplemental services for ELs

1. Describe the linguistic and academic needs of English Learners in the district (e.g., parent and staff survey results, achievement data in reading, math, and other content areas and graduation rates comparing EL/non-EL, and other needs assessment data).
2. Describe the Title III supplemental program(s) for English learners (e.g., before/after school, summer school) and who provides these services.
3. Describe the materials and resources to be used in the supplemental services provided through the Title III Program.
4. Describe how the WIDA ELD Standards Framework is infused into Title III program(s) instruction.
5. Describe the professional development offered with Title III funds and how it includes administrators, teachers, paraprofessionals, and others responsible for implementing ELD services.
6. Describe how the district will ensure that the Title III program(s) is coordinated with other Federal, State, and local programs and services.
7. Describe how the district involves the parents, guardians, other family members, and community advocates of English learners with Title III program development and evaluation.
8. Describe the process the district uses for evaluating the Title III program and services with available data.



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION



Title III Plan: Title III Plan Matrix

- At least one (1) Academic & one (1) Linguistic Goal
 - Look up previous goals in prior year. Did you meet those goals?
 - Click the “Add” button for new goal – Delete” button to delete old goal

Title III-A English Language Acquisition for fiscal 2017-2018

TWIN FALLS DISTRICT (411)

Best viewed in 1280 X 1024 resolution.

[Print Preview](#)

Note: if you have validation errors that have already been corrected, please click the Save button to revalidate this page.

Title III-A ELA

- Error: Equitable Services has changed, please validate budget

Part III: FEDERAL TITLE III PLAN MATRIX

This section of the Plan allows districts to describe how the Title III program and activities will be designed to meet all Annual Measurable Achievement Objectives described in Section 3122 of Title III; make adequate yearly progress for English learners as described in Section III(b)(2)(B); and annually measure the English proficiency of English learners so that those served by the Title III program will develop English proficiency while meeting Idaho's academic achievement standards as required in section 1111(b)(1). Now that you have described the essential components of your Federal Title III Plan; please use the following matrix to expand your plan by listing **one linguistic and one academic goal**, evidence-based strategies and activities, evaluation, timeline and person(s) responsible. The example below is provided to assist you in preparing your Federal Title III Plan.

Objective	Evidence-based Strategies/Activities	Evaluation	Timeline	Person(s) Responsible	Delete
EXAMPLE: 1.0 – After at least 9 months of Title III services, the percentage of English learners scoring Below Basic on the ISAT Reading will decrease by 20%.	Idaho ELD Standards; in class Title III services and interventions; Sheltered English instruction in academic classes delivered by teachers training in the SIOP model; reading process and comprehension professional development for Title III and general classroom instructors; parent development in reading techniques to implement in the home	ISAT Reading assessment	End of the 2016-2017 school year	Title III-funded teacher, ESL teacher, general education staff, program specialists	

Add

Objectives?

Evidence-based Strategies/Activities?

Evaluation?

Timeline?

Person(s) Responsible?

Add Close

Objective: What are you going to do?

Evidence Based Strategies/Activities: How are you going to do it?

Evaluation: How will you know it's working? Data?

Timeline: When, or by when, are you going to do it?

Person Responsible: Who is going to do it?



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION



Title III Program Plan: Budget

Program Information

Federal Title III Plan

Federal Title III Plan Matrix

Budget

TWIN FALLS DISTRICT (411)

Best viewed in 1280 X 1024 resolution.

[Print Preview](#)

Note: if you have validation errors that have already been corrected, please click the Save button to revalidate this page.

Title III-A ELA

• Error: Equitable Services has changed, please validate budget

BUDGET

Reminder: all expenditures must be reasonable, allocable and allowable.

Allocation for 2017-2018	\$55,379
Carry-over From Previous Year	\$0
Re-allocation from 2016-2017	\$0
Total Allocation	\$55,379

Reasonable carryover of Title III funds is allowed for an additional 12-month period beyond the original grant period. For example, for funds granted for the 2016-2017, school year (7/1/2016 to 6/30/2017), carryover is allowed until September 30, 2018.

Obj. Code	Description	Regular Term	Summer Term
100	Salaries	Amount: \$0 Description:	Amount: \$0 Description:
200	Employee Benefits	Amount: \$0 Description:	Amount: \$0 Description:
300	Purchased Services	Amount: \$0 Description:	Amount: \$0 Description:
380	Travel	Amount: \$0 Description:	Amount: \$0 Description:
400	Supplies and Materials	Amount: \$0 Description:	Amount: \$0 Description:
500	Capital Objects	Amount: \$0 Description:	Amount: \$0 Description:
	Equitable Services for Private Schools	Amount: \$825 Description:	Amount: \$0 Description:
800	Administrative Costs (max 2% of Current Year Allocation)	Amount: \$0 Description:	Amount: \$0 Description:
Totals		\$825	\$0

Comments/Narrative

Allocations will not be finalized until mid/late May – (CFSGA)

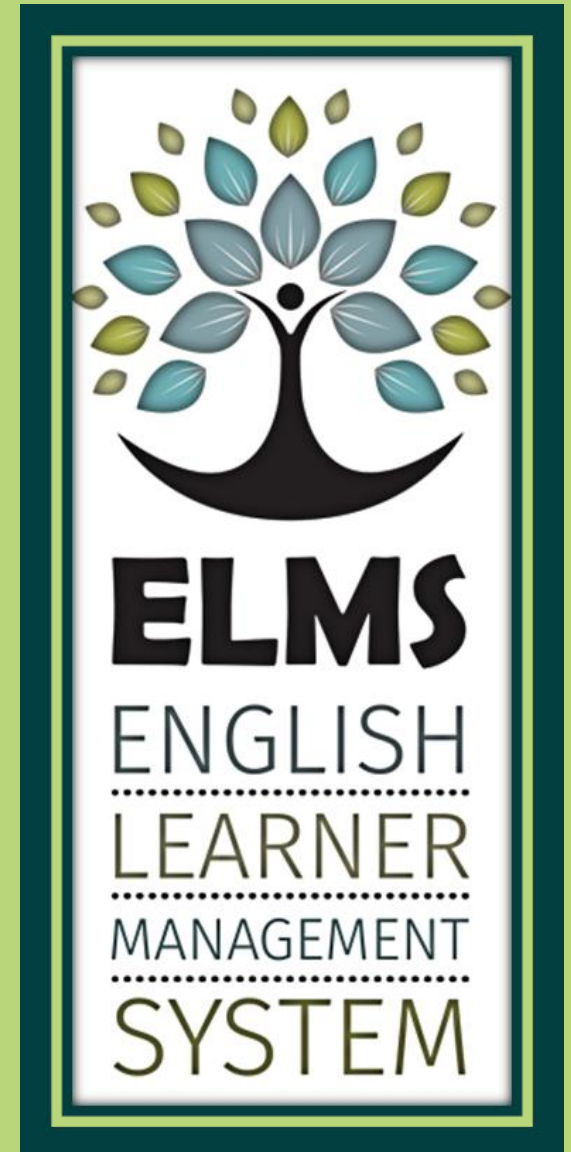
- We will upload preliminary allocations to assist with plan/budgets.

- Your total expenses MUST match your allocation
- Comment box if explanation is necessary.
- Include FTE for regular/summer school – Add descriptive language for each budgeted category.
- Title III funds MUST be set-aside for professional development (conferences, memberships/subscriptions, book study)
- Only 2% of a district's current federal Title III allocation may be used for administrative purposes – this includes only direct costs.
- Carryover is not limited – must be reasonable and necessary
- Budgeted amounts must match Title III Plan activities.

ANNUAL DATA COLLECTION

April 24 – June 30

Applies to ALL Idaho districts who have
reported ELs



English Learner Management System (ELMS)

2016-17 English Learner Program Data Collection

- Every Idaho district who has identified English Learners must complete Data Collection Form:
 - Admin tool user “ELMS.Editor” role for district access
 - Data Collection Window 4/24 – 6/30

Annual LEP Data

Annual LEP Data

District Home Identification & Placement Reclassified Students Educational Programs Teacher Certification Professional Development Participant Information

Print Preview Note: Tabs must be activated before being printed.
All questions not labeled as optional require responses.

Save

Validation Issues
Issue Count 1
[Show/hide detail](#)

Contact Info
The below **REQUIRED** information is generated using your district's most recent ISEE Directory Program Contacts file submission.
Any changes, additions, or deletions must be made by resubmitting these files which can be done at any time.
Please contact your Region's ISEE Technology Coordinator at RegionalCoordinators@sed.idaho.gov if you need assistance.

Role Title	Name	Phone(s)	Email Address
Title III Language Instruction for Limited English Proficient and Immigrant Students Coordinator	Missing	()	



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

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ELMS Navigation Pane

Links

Home

2016-2017

Change Year

IDAHO FALLS
DISTRICT(091)

Annual EL Data

Actions

- **Home**: This will take the user back to the ELMS landing page at <https://apps.sde.idaho.gov/ELMS>
- **Change Year**: This link will allow the user to select a different school year for reporting data for previous school years.
- **District Information**: This will display the district that the user has access to supply data/scores for. NOTE – if you are assigned the ELMS.Editor in multiple districts you will have the option to “Select District” under Actions.
- **Annual EL Data**: This will allow the user to complete Annual EL Data collection due to the SDE by June 30th.



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION



Annual EL Data Collection

Seven (7) Tabs – 29 Questions Total
District Home, Identification & Placement (2), Reclassified Students (1), Educational Programs (12), Teacher Certification (2), Professional Development (6), Participant Information (6)

Links

[Home](#)

[2015-2016](#)

[Change Year](#)

**ABERDEEN
DISTRICT(058)**

[Annual EL Data](#)

Annual EL Data

[District Home](#) [Identification & Placement](#) [Reclassified Students](#) [Educational Programs](#) [Teacher Certification](#) [Professional Development](#) [Participant Information](#)

[Print Preview](#)

Note: Tabs must be activated before being printed.

All questions not labeled as optional require responses.

[Save](#)

Validation Issues

Issue Count: 1

[Show/hide detail](#)

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Please contact your Region's ISEE Technology Coordinator at RegionalCoordinators@sde.idaho.gov, if you need assistance.

Role Title	Name	Phone(s)	Email Address
Title III Language Instruction for Limited English Proficient and Immigrant Students Coordinator	Ann J Mennear	(208) 397-3280 (Main Business) (208) 397-4113 (Main Business)	menneaa@aberdeeen58.org

District Home
Prepopulated by
IDCI role(s)
**ONLY THIS
PERSON SHOULD
BE COMPLETING
THE ANNUAL EL
DATA
COLLECTION!**

Annual EL Data Collection

Identification & Placement

- **1-1) Total number of (new) students assessed in 2015-2016 with the ELL Placement test (W-APT) for potential placement into an EL program. (# response)**
 - This is the total number of students who were assessed for the first time to determine their language proficiency level and if they should be placed in an EL program.
- **1-2) Total number of (new) students identified as EL through the ELL Placement Test (W-APT) in 2015-2016. (# response)**
 - This is the total number of students that were identified as EL with the ELL Placement Test at any point in 2015-2016. This is not the total number of students enrolled in the EL program.

Reclassified Students

- **2-1) Number of LEPX or fully mainstreamed students who were placed back into an EL program during 2015-2016. (# response)**
 - This is the number of students who have fully transitioned out of the EL program and are either LEPX or they are not coded as EL any more and who must be placed back into a program of service. They would be coded as “WL” once again. Districts must keep track of date of re-entry into the program and document that their English was not sufficient for them to access the content.

This should be VERY FEW to no students!!!

SAVE

Annual EL Data Collection

Educational Programs

- Types of language instruction educational programs implemented within the district and the number of students served with each program. Enter Total number of students served in the particular type of language program listed below. (# response)

- 3-1) Dual Language/Dual Immersion Program
- 3-2) Transitional Bilingual
- 3-3) Developmental Bilingual
- 3-4) Heritage Language
- 3-5) Sheltered Instruction
- 3-6) Structured English Immersion
- 3-7) Specially designed academic instruction delivered in English (SDAIE)
- 3-8) Content-based English as a Second Language (ESL)
- 3-9) Pull-out English as a Second Language (ESL)
- 3-10) Push-in English as a Second Language (ESL)
- 3-11) Other (narrative response required)
- 3-12) Number of students served in "Other"

Teacher Certification

- **4-1) Number of certified/licensed teachers currently working in language instruction educational programs. (# response)**
 - The number of teachers who are working in language instruction educational programs as defined in the "Language Instruction Educational Programs" section. Report even if the teachers are not paid with Title III funds.
- **4-2) Estimate the number of additional certified/licensed teachers that will be needed for language instruction educational programs in the next 5 years. (# response)**
 - This number should be the total additional teachers needed for the next 5 years, not the number needed for each year. Do not include the number of teachers currently working in a language instruction educational programs.



SAVE

Annual EL Data Collection

Professional Development

- 5-1) Instructional strategies for EL students (Yes No)
- 5-2) Understanding and implementation of assessments for EL Students (Yes No)
- 5-3) Understanding and implementation of ELD standards and academic content standards for EL students (Yes No)
- 5-4) Alignment of the curriculum in language instruction educational programs to ELD standards (Yes No)
- 5-5) Subject matter knowledge for teachers (Yes No)
- 5-6) Other Professional Development (narrative response)

Participant Information

- 6-1) PD provided to content classroom teachers (# response)
- 6-2) PD provided to EL classroom teachers (# response)
- 6-3) PD provided to principals (# response)
- 6-4) PD provided to administrators/other than principals (# response)
- 6-5) PD provided to other school personnel/nonadministrative (# response)
- 6-6) PD provided to community based organizational personnel (# response)



SAVE

Annual EL Data Collection

Annual EL Data

District Home Identification & Placement Reclassified Students Educational Programs Teacher Certification Professional Development Participant Information

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Save

Validation Issues
Issue Count: 1
[Show/hide detail](#)

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Role Title	Name	Phone(s)	Email Address
Title III Language Instruction for Limited English Proficient and Immigrant Students Coordinator	Ann J Mennear	(208) 397-3280 (Main Business) (208) 397-4113 (Main Business)	menneaa@aberdeen58.org

- Be sure to save on every tab
- Only the person listed on District Home should submit
- Error message will appear if there are any errors

**SAVE &
SUBMIT**

**Must be submitted
with CFSGA
application by June 30**



Title III Immigrant Grant Application

TWIN FALLS DISTRICT (411)

Status: Not Submitted

Equitable Services

Fiscal Self Assessment

Title I-A Improving Basic
Programs

Consolidated Schoolwide
Budgets

Title I-C Education of Migratory
Children

Title II-A Supporting Effective
Instruction

English Learner Program

Title III-A English Language
Acquisition

Title III-A Immigrant Education
Program

Title IV-A Student Support and
Academic Enrichment

Title V-A Funding Transferability

Title V-B Rural Education
Program

Combined Budgets

IDCI Contacts

Comments

Submit/Assurance

SDE Comments

Publish Comments

Immigrant Grant Application

Title III-A Immigrant Education Program for fiscal 2017-2018

Program
Information

Plan
Components

Plan
Matrix

Budget

Title III Immigrant Grant Application is now in the CFSGA

Eligible districts will be notified in coming weeks with additional information about grant application requirements.

Who Do I Contact for Questions and Concerns?

Migrant Questions

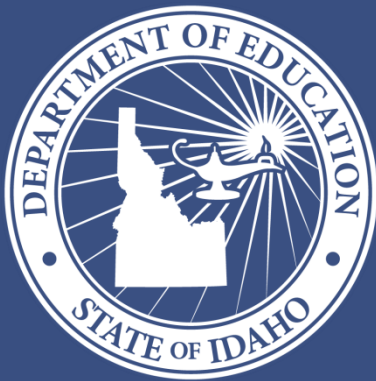
- Regional ID&R Coordinators: Aracely Cornejo, Christina Alvarez, Irene Rayas, Lance Robertson, Peggy Pickett, Robert Gomez
- Sarah Seamount 332-6958
- Kelly Wheeler 332-6907
- Christina Nava 332-6876

Title III Funded Districts and Districts who are Not Participating/Undecided Consortium

- Alissa Metzler (Program Questions) 332-6905
- Melanie Jones (Assessment) 332-6933
- Christina Nava 332-6876

Title III Districts who are Participating in Consortium (44)

- Mona Baldwin titleiiconsortium@sde.idaho.gov
- Susan Caywood titleiiconsortium@sde.idaho.gov
- Alissa Metzler 332-6905
- Christina Nava 332-6876



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